

INTERNATIONAL CONFERENCE ON MUSIC EDUCATION

Brussels - - June 29-July 9, 1953

- - RESOLUTIONS - -

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Commission A: Music Education in Schools, Colleges and Universities

- Whereas - Musical education is no less indispensable for adults and adolescents than it is for children,
- It is essential that talents opening the way to a musical vocation should not run to waste, among adults, for lack of preliminary training,
 - The need for musical expression inherent in every human being should be satisfied,
 - Every individual has a right to exercise and to develop his musical gifts.

In view, also, of the mental and physical regeneration that are among the beneficent effects of music, the educational value of this discipline and the persuasive power of its moral influence.

Commission A recommends: That the problem of musical education should be resolved in a manner which will permit the benefits of music to be available to all ages and all social classes.

Pre School Education: The child's introduction to music would begin at the nursery school, by means of activities and methods appropriate to the nature, needs, interests and wherever possible, to the individual aptitudes of the little pupils.

Elementary Teaching: The elementary school should provide progressive musical teaching calculated to develop the children's taste for good music and their natural sensitiveness, and simultaneously to stimulate in them an active contribution to this education.

The master should be first and foremost a guide, who should encourage and respect the pupils' spontaneous musical manifestations. As at the nursery school, musical apprenticeship should be adapted to the nature, needs and interests of the children.

Room should be made for such authentic musical folklore as has a real educational value.

As a step towards understanding between the peoples, the school song-book contains songs selected from all over the world. Particular attention should be paid to rhythmical training, to training of the ear and to the education of musical awareness from the very start of the pupil's introduction to music.

Every effort should be made in the elementary school, as at the other stages of education, to foster among the children a spirit of cooperation, so as to encourage the formation of choirs, orchestras, etc.

Secondary and Normal School Teaching: Since music is one of the essential manifestations of culture, it should find a place in the curricula of every form of secondary and normal school teaching. It should be studied not only from the artistic, but from the historical and practical points of view.

The teaching should be so planned that the pupils will become progressively sensitive to musical values of an ever higher standard, drawn from different periods and national traditions.

University Teaching: Universities should regard the teaching of music on the same footing as that of the other university disciplines, particularly as concerns the status and prominence attributed to it.

In addition to the professional training which might take place in the universities, the Commission recommends:

- that in every country a complete curriculum in musicology should be organized in at least one university,
- that faculties of letters and of philosophy should provide in their curricula for a general course in the history of music, and if possible, for specialized courses,
- that in all countries where this is possible, courses in the history of music should be obligatory for students of the faculties of philosophy and letters.

Private Teaching: Private teachers play an important and ill-recognized part in the general education of children. In order that they should benefit from the prestige which their calling merits, private teaching should be more closely linked with the general system of musical education.

Courses for Non-Specialized Masters: Scholastic authorities should complete the musical training of non-specialized masters, by organizing for them special courses run by qualified teachers.

It is desirable that Unesco, the International Bureau of Education and the International Music Council should cooperate in undertaking a comprehensive international inquiry into the present position of musical teaching at the various scholastic levels; pre-school, elementary, secondary, normal, professional and technical.

This inquiry, of which the results should be published, should cover the training of music teachers at the various educational levels and also the following points:

- (a) Objectives of musical teaching at the various scholastic levels.
- (b) Time devoted to musical teaching in scholastic curricula.
- (c) Curricula.
- (d) Methods.
- (e) Use made of audio-visual aids, records, radio, films, television.
- (f) Statistics: pupils, teachers.

Unesco should contribute to the development of international understand by:

- (a) Circulating detailed information and documents covering the various aspects of musical education in the world.
- (b) Facilitating contacts and exchanges between the heads of musical education, as well as between teachers and other persons in the different countries who are working in this field.

Unesco should place at the disposal of all countries the results of the experience of such nations as have developed methods of musical education by audio-visual media.

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Commission B: Music Education in the Community

BELIEVING that music is a spontaneous and necessary form of human expression, inestimable in its value for the education of youth and adults,

AWARE of the need to restore the making and enjoyment of music as an integral part of community life, and

RECOGNIZING that music is conducive to the development and enrichment of the individual personality, contributes to harmonious relationships in the community and creates mutual understanding between communities with different patterns of culture:

RECOMMENDS:

1. That national and international authorities should be urged to promote and give financial support to projects for the improvement of music education in urban and rural centers, taking into account the sociological and psychological requirements, as well as the aesthetic needs, of each kind of community.
2. That Unesco should continue to develop the work it has begun for the education of children and adults through the arts and, with particular reference to music, is requested:
 - (a) To conduct an inquiry
 - into the various methods used in different countries to encourage the appreciation and performance of music as leisure-time activities in all centers of community life and through all organizations for youth and adult music education;
 - into the methods employed and facilities provided for the specialized training of music leaders for such groups.
 - (b) To prepare and publish, on the basis of this inquiry, a Report (or, if necessary, a series of short reports) on Music and Music Education in the Community for dissemination on a world-wide basis.
 - (c) To give special consideration, particularly through its correlated programs for Fundamental Education and Technical Assistance, to the problems and needs of those countries which, for economic and sociological reasons, experience great difficulties in developing music education in the community, and in obtaining the necessary musical instruments and equipment.
 - (d) To continue to facilitate and, as far as possible, extend through its Exchange of Persons program the means whereby people concerned with community music activities can study abroad, and notably to encourage and facilitate the exchange of visits between countries of non-professional, community music-performing groups.
 - (e) To sponsor an international or regional seminar on music education during which at least one working party would be charged with a detailed study of problems concerning music education in the community.

- (f) To promote in a given country a poli-project on the role of the arts in the cultural life of the community and to devote particular attention to the contributions which could be made by music and music education in such an experiment.
3. That Unesco, in cooperation with the International Music Council, the International Society for Music Education, and other appropriate international and national organizations, be requested to facilitate the production and dissemination of information, documentation and materials necessary for the improvement and conduct of music education in the community, and in particular:
- (a) To arrange for the world-wide diffusion of the recordings of musical performances which have been a feature of this Conference in Brussels 1953.
 - (b) To initiate the necessary procedure whereby various non-school groups in different countries can be encouraged and assisted to record, at their own expense, original music, their activities and their procedures on audio-visual materials so that these records can be exchanged, on a non-commercial basis, between similar groups throughout the world with Unesco acting as the exchange center.
 - (c) To extend its initiative in publishing selective catalogues of collections of available scores, orchestral and choral parts and recorded works, for performance by community orchestras, choirs and similar non-professional groups.
 - (d) To continue to encourage and commission contemporary composers to write music especially conceived for performance by community groups, and to arrange for the publication and dissemination of these compositions.
 - (e) To undertake an inquiry on the methods of assembling and utilizing collections of musical materials, both printed works and gramophone records, through the channels of public libraries, museums and similar centers of documentation.
 - (f) To maintain and prosecute its efforts towards removing barriers of currency restrictions, import limitations, and customs regulations on material for music educational purposes.

5. The educational authorities should provide refresher courses for all teachers in service, particularly in the elementary schools.
6. The training of the music specialist should be carefully divided between music itself, education and academic fields.
7. The basis of music education should be music of intrinsic worth rather than technical exercises or music of doubtful merit. Contemporary composers should be encouraged to collaborate with the music educator.
8. As a means of increasing international understanding and improving music education, the exchange of music educators between nations should be encouraged and for this purpose the assistance of Unesco should be sought.
9. Unesco is requested to provide such information as would facilitate the study of music education in various countries; it is particularly requested to publish a series of short monographs on the present state of music education and teacher-training in each of its member states.
10. Since the education of the music teacher is of paramount importance, it is urged that plans be made for future conferences on this subject in other parts of the world with the cooperation of Unesco.
11. Unesco is requested to set up a pilot project for the training of teachers wherever such project might be most useful in itself as an example to countries in similar circumstances.

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



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